



Studies in the News for



Children and Families Commission

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Introduction to Studies in the News

Studies in the News: Children and Family Supplement is a service provided to the First 5 California Children and Families Commission by the California State Library. The service features weekly lists of current articles focusing on Children and Family policy. Prior lists can be viewed from the California State Library's Web site at www.library.ca.gov/crb/SITN/index.html.

How to Obtain Materials Listed in SITN:

- When available on the Internet, the URL for the full-text of each item is provided.
- California State Employees may contact the State Information & Reference Center (916-654-0206; csisirc@library.ca.gov).
- All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.

The following studies are currently on hand:

IMPROVED CHILD DEVELOPMENT

Encyclopedia on Early Childhood Development. By the Centre of Excellence for Early Childhood Development. (The Centre, Montreal, Quebec, Canada) Online encyclopedia.

[This online early childhood encyclopedia from Canada is “intended for policy-makers, service planners and service providers and for parents. It brings together articles written by internationally renowned experts on topics having to do with the psychosocial development of young children, from conception to the age of five. Each of the 33 topics addressed is explored from three perspectives: development, services and policies. In addition, for each topic there is a synthesis that provides, in a simplified format, the key

points that will be most useful to practitioners and planners. This synthesis addresses three questions: What is the importance of this topic? What are the most up-to-date and conclusive data available on this subject? And what can be done to improve services, policies and research?”]

Encyclopedia on Early Childhood: <http://www.child-encyclopedia.com/en-ca/home.html>

A National Portrait of Chronic Absenteeism in the Early Grades. By Maria José Romero and Young-Sun Lee. (National Center for Children in Poverty, New York, New York) October 2007. 8 p.

[“It has long been recognized that chronic absenteeism and school truancy in middle and high school are significant problems with highly visible negative consequences for youth, and ultimately, for their employability as adults. Little is known, however, about chronic school absenteeism among early elementary school students, as well as among children in preschool programs. This brief reveals a significant level of absenteeism in the early school years, especially among low-income children, and confirms its detrimental effects on school success by examining children from across various incomes and race/ethnicity groups in a nationally representative sample of children entering kindergarten - The Early Childhood Longitudinal Study (Kindergarten Cohort) - in 1998.”]
[Request #S07-116-1048]

Full text at: http://www.nccp.org/publications/pdf/text_771.pdf

Raising External Funds for Grow Your Own Teachers Initiatives. By Steve Andrews and Diana Nelson. (Grow Your Own Illinois, Chicago, Illinois) 2007. 20 p.

[“The Grow Your Own (GYO) Teachers initiative in Illinois is an innovative partnership of community organizations, higher education institutions, and school districts that support parents, community members, and paraprofessionals in low-income communities to become highly qualified teachers. The initiative is funded by an annual state appropriation which covers essential operating costs. However, it is probable that many GYO consortia will need funds in addition to those provided by the state. This document provides helpful information about fundraising for GYO projects.”]
[Request #S07-116-1049]

Full text at:

<http://www.growyourownteachers.org/Resources/GYO%20Fundraising.pdf>

Grow Your Own Teachers homepage:

<http://www.growyourownteachers.org/>

Partnering with the Business Community and Economists to Advance a Birth to Five Policy Agenda. By Robert H. Dugger, Tudor Investment Corporation and

Partnership for America's Economic Success and Debbie M. Rappaport, Zero to Three. The Baby Monitor. (Zero to Three, New York, New York) October 15, 2007. 6 p.

[“When you think of people who would be natural allies in advocating for the well-being of very young children, who do you think of? Almost certainly you think of other professionals in the early childhood field. But do you ever think about business people or economists? You should - because they can be among the most influential and supportive allies the early childhood field is likely to know. This article for ‘The Baby Monitor’ is dedicated to discussing the positive partnerships that can be made between the business community, economists and early childhood advocates to advance a birth to five policy agenda.”]

[Request #S07-116-1050]

Full text at:

http://www.zerotothree.org/site/DocServer/Partnering_with_the_Business_Community_final.pdf?docID=4361

America’s Children: Key National Indicators of Well-Being, 2007. By the Federal Interagency Forum on Child and Family Statistics. (The Forum, Washington, DC) 2007. 207 p.

[This report “provides the Nation with a summary of national indicators of child well-being and monitors changes in these indicators. In addition to providing data in an easy-to-use, non-technical format, the purpose of the report is to stimulate discussions among policymakers and the public, exchanges between data providers and policy communities, and improvements in Federal data on children and families.... There are many interrelated aspects of children’s wellbeing, and only selected aspects can be included in this report. In order to identify the key areas to be included, the Forum investigated various overarching conceptual frameworks. This report draws on many of those frameworks, identifying seven major domains that characterize the well-being of a child and influence the likelihood that a child will grow to be a well-educated, economically secure, productive, and healthy adult. The seven domains are family and social environment, economic circumstances, health care, physical environment and safety, behavior, education, and health. These domains are also interrelated and can have synergistic effects on well-being.”]

[Request #S07-116-1051]

Full text at: http://www.childstats.gov/pdf/ac2007/ac_07.pdf

“Giving Intervention a Head Start: A Conversation with Edward Zigler.” By Deborah Perkins-Gough. IN: Educational Leadership, vol. 65, no. 2 (October 2007) pp. 8-14.

[“The October issue of ‘Educational Leadership’ features a Q and A interview with Yale University professor, Head Start co-founder and NIEER Scientific Advisory Board member Edward Zigler. In it, Zigler provides his perspective on scholarship in early childhood education, Head Start's genesis and performance to date, what he thinks about the preschool for all movement and the role of public schools in children's lives.” NIEER Online Newsletter (October 29, 2007.)]
[Request #S07-116-1052]

Full text at:

<http://www.ascd.org/portal/site/ascd/menuitem.c00a836e7622024fb85516f762108a0c/>

Predictors of and Interventions Associated with Later Literacy Accomplishments. By Carl J. Dunst and others. CELLreviews. Vol. 1, No. 3. (Center for Early Literacy Learning, Asheville, North Carolina) 2007. 12 p.

[“A secondary analysis of the National Early Literacy Panel research synthesis was conducted to identify clusters of predictors and interventions associated with later literacy accomplishments. Findings showed that there are many precursors of later literacy competence, and that interventions focusing on affecting changes in specific literacy skills were more likely to be effective than non-focused interventions. Implications for practice are described.”]
[Request #S07-116-1053]

Full text at: http://earlyliteracylearning.org/cellreviews/cellreviews_v1_n3.pdf

Advancement Project's Policy Recommendations on Facilities for Preschool and Early Education. By Molly Munger and others. Prepared for Getting From Facts to Policy: An Education Policy Convening, hosted by EdSource. October 19, 2007, Sacramento, California. (EdSource, Mountain View, California) 2007. 6 p.

[“California currently lacks preschool-suitable spaces for approximately one in five (1 in 5) of its four-year-olds. This one-in-five shortfall exists whether preschool were made universally available or on a targeted basis for children who are likely to attend low API schools and/or are socio-economically disadvantaged. 117,000 new spaces would be required for universal preschool, while 45,000 spaces would be needed for the targeted scenario.... In order to make preschool a reality under a targeted or universal approach, policy and education decision-makers must make preschool facilities a key focus for the 2008 year of education reform.”]
[Request #S07-116-1054]

Full text at:

http://www.californiaschoolfinance.org/portals/0/PDFs/Policy/Advancement_brief.pdf

All Our Children? The Health and Education of Children of Immigrants: 2007 Annual Report. By the Foundation for Child Development. (The Foundation, New York, New York) October 2007. 32 p.

[“The centerpiece of the Foundation for Child Development's 2007 Annual Report... is an essay by Alexandra Fuenmayor Starr.... Her essay, ‘The Dividends of Investing Early: Why We Need to Help the Youngest Children of Immigrants,’ argues that young children of immigrants, over 90 percent of whom are citizens, will have a large impact on America's cultural and economic vitality. Investing in the healthy development of these children is critical to our nation's future. The 2007 Annual Report also describes FCD grants in its New American Children initiative to support research, policy, and advocacy to support the well-being of these young citizens. The Young Scholars Program, an effort within this initiative, is nurturing the next generation of researchers studying young children of immigrants, who are one-fourth of the nation's children. Since 2003, FCD provided grants of \$150,000 to 16 tenure-track faculty in higher education for research on the health, education, family dynamics, culture, and social skills of children of immigrants.”]

[Request #S07-116-1055]

Full text at:

http://www.fcd-us.org/usr_doc/2007_Annual_Report_-_All_Our_Children.pdf

Children’s Advocate. [Full issue.] (Action Alliance for Children, Oakland, California) November-December 2007.

[“The ‘Children's Advocate’ is a bilingual, bimonthly newsmagazine. Since 1973, the publication has covered issues affecting children and families in California.... A typical 32-page issue includes articles in English and Spanish on grassroots activism, trends and policy issues affecting children and families, and tips for parents and early care and education providers.” (A Chinese language version is available for the previous issue.)]

[Request #S07-116-1056]

Full text in English and Spanish: <http://www.4children.org/current.htm#esp>

IMPROVED FAMILY FUNCTIONING

Shining Stars - Toddlers Get Ready to Read: How Parents Can Help Their Toddlers Get Ready to Read. By C. Ralph Adler and Elizabeth Goldman, RMC Research Corporation. (National Institute for Literacy, Washington, DC) 2007. 9 p.

[This booklet gives parents ideas on how to share books with their toddlers and help them get ready to read. Included are examples of questions and activities that can help make books and reading more enjoyable and interesting for toddlers.]

[Request #S07-116-1058]

Full text at:

<http://nifl.gov/partnershipforreading/publications/pdf/ShiningStarsToddlers.pdf>

Shining Stars - Preschoolers Get Ready to Read: How Parents Can Help Their Preschoolers Get Ready to Read. By Elizabeth Goldman and C. Ralph Adler, RMC Research Corporation. (National Institute for Literacy, Washington, DC) 2007. 9 p.

[This short booklet gives a number of ideas and suggestions on how parents can help their preschoolers enjoy books and get ready to read. Included is a checklist on how parents can make reading time more fun and educational for their preschool-age children.]

[Request #S07-116-1059]

Full text at:

<http://nifl.gov/partnershipforreading/publications/pdf/ShiningStarsPreschool.pdf>

A Step Up, But Not Out: Tracking the Poverty and Income Impacts of Child Care Subsidies. By Child Care Results. Research Brief Summary. (Crystal Stairs, Inc., Los Angeles, California) Fall 2007. 4 p.

[“Crystal Stairs... commissioned report, ‘A Step Up, But Not Out’ chronicles the poverty levels of families while they received child care subsidies. The findings reveal that while child care subsidies are an effective income supplement, helping families secure affordable child care of their choice, their ability to alleviate poverty is, at best, temporary. In many instances, families were economically worse off because the jobs they held were not high-paying and offered no health benefits. An increase in income often triggers an increase in expenses if the family no longer qualifies for social support programs that offer no-or low-cost services. Add to that an increase in the cost of living, and you have a working poor population that can never seem to get ahead.”]

[Request #S07-116-1060]

Full text at:

http://www.crystalstairs.org/pub_pdfs/A_Step_Up_But_Not_Out_Brochure_10-4-07.pdf

Making Ends Meet: How Much Does It Cost to Raise a Family in California? By Michael Snavey and others. (California Budget Project, Sacramento, California) October 2007. 28 p.

[“For many Californians, just making ends meet is a struggle. Many families live paycheck to paycheck, juggling rent or a mortgage payment with child care, food, and emergencies such as unexpected car repairs. During the past decade, welfare reform has

focused attention on the challenges involved with moving families off welfare and into the workforce. Yet far less attention has focused on whether the jobs that are available provide sufficient income to support a family, or on the economic challenges facing many working families as they attempt to make ends meet. This report attempts to estimate the amount families and single adults need to earn in order to achieve a modest standard of living without assistance from public programs. In developing these estimates, the California Budget Project (CBP) hopes to provide a benchmark for assessing the adequacy of current employment opportunities and public policies that address the economic challenges facing many working families.”]

[Request #S07-116-1061]

Full text at: http://www.cbp.org/pdfs/2007/0710_mem_003.pdf

IMPROVED HEALTH

Repeat Teen Childbearing: Differences Across States and by Race and Ethnicity. By Erin Schelar and others. Research Brief. Publication No. 2007-23. (Child Trends, Washington, DC) October 2007. 7 p.

[“What is worse than having a baby as a teenager? For one in five teens giving birth, it is having another baby as a teen. A new Child Trends research brief reveals that 20 percent of births to female teens between the ages of 15 and 19 in 2004 were to teens who were already mothers. The brief ... highlights state-level data on second and higher order births. ‘Repeat teen births are the hidden face of teen childbearing. Even though they have declined in all 50 states, 83,000 repeat births occurred to teens in 2004,’ said Jennifer Manlove, Ph.D., Senior Research Scientist at Child Trends and co-author of the report. ‘Teen mothers and their children face educational, economic, health, and developmental challenges, and a second teen birth compounds these problems.’”]

[Request #S07-116-1062]

Full text at: http://www.childtrends.org/Files/Child_Trends-2007_10_25_RB_Repeat.pdf

Too Many Babies Born Before Their Time: The Growing Problem of Preterm Births. Data Snapshot. No. 5. (Kids Count, Annie E. Casey Foundation, Baltimore, Maryland) September 2007. 4 p.

[“In 2004, one in eight babies in the United States was born preterm, or before the 37th week of pregnancy. This represents more than half a million infants - the highest number ever recorded. The share of babies born preterm, also referred to as premature, has grown steadily from 1990 to 2004, from 10.6 percent to 12.5 percent. Preliminary national data show that this trend continues with 12.7 percent of babies born preterm in 2005. Advances in medical care have improved the survival rate for preterm infants, but infants who survive face a greater risk than full-term babies for a host of serious health and developmental problems. While researchers are investigating the specific causes of

preterm births and how to prevent them, the economic and emotional costs to families and communities continue to grow. According to a recent report from the National Academy of Sciences, premature births cost the nation \$26 billion a year for expenses like neonatal intensive care units.”]

[Request #S07-116-1063]

Full text at: http://www.kidscount.org/sld/snapshot_preterm.pdf

A Good Start in Life: Revisiting Racial and Ethnic Disparities in Health Outcomes At and After Birth. By Sai Ma. Pardee RAND Graduate School dissertation. (Rand Corporation, Santa Monica, California) 2007. 150 p.

[“Racial and ethnic disparities in birth outcomes have long been a concern for both researchers and policy makers. Differences in health at birth are especially critical because they may lead to disparities in health as well as socioeconomic conditions throughout one's whole life. This dissertation contributes to three aspects of the existing literature regarding race/ethnicity and birth outcomes. First, it uses a propensity scoring estimation method to reassess the differences in birth outcomes across racial/ethnic groups. Second, an examination of biracial infants shows that father's race and ethnicity are relatively unimportant, but the presence of unreported fathers has a strong association with birth outcomes. Finally, this research investigates the competing power of different birth outcome measures as predictors of infant mortality. The results show that the importance of risk factors and birth outcome measures varies by race/ethnicity, gender, and time, which suggests a need to tailor prevention and education efforts, especially during the postneonatal period. The author concludes that policy makers need to not only continue focusing on closing the recognized gap between black and other racial/ethnic groups in birth outcomes, but also pay more attention to subpopulations that are traditionally not considered as at risk and certain time periods that are previously regarded as less risky.” Rand Child Policy Update (October 2007.)]

[Request #S07-116-1064]

Full text at: http://www.rand.org/pubs/rgs_dissertations/2007/RAND_RGSD220.pdf

The Costs of Child Abuse vs. Child Abuse Prevention: Alabama's Experience. By Annette Jones Watters and others. (Center for Business and Economic Research, University of Alabama, Tuscaloosa, Alabama) 2007. 26 p.

[“While the value of safety, permanency, and well-being for the nation's children is priceless, there is a sobering monetary cost to society when children become victims of abuse and neglect. A recent study by the Center for Business and Economic Research of the University of Alabama evaluates the total yearly costs of child abuse and neglect in Alabama. Based on publicly available secondary data, the study looked at the direct and indirect costs of child abuse and neglect: - Direct costs totaled more than \$392 million *per year*, including costs associated with patient hospitalization, low-birthweight infants,

chronic health problems, mental health, the child welfare system, law enforcement, and judicial system costs. - Indirect costs totaled more than \$129 million per year, including those associated with special education, juvenile delinquency, lost productivity to society or unemployment, and adult criminality, including incarceration. The authors contrast the total annual costs of child abuse and neglect in Alabama (\$521 million) with the \$3.8 million spent on prevention services by the main provider of those services in Alabama, the Children's Trust Fund. They suggest that greater expenditures on prevention, including prenatal classes and parent education, could result in better outcomes for children, families, and society, as well as greater savings for taxpayers." Children's Bureau Express (October 2007.)]
[Request #S07-116-1065]

Full text at: http://ctf.state.al.us/pdfs/Costs_Child_Abuse_vs_Child_Abuse_Prev.pdf

"Television Viewing, Computer Use, Obesity, and Adiposity in U.S. Preschool Children." By Jason A. Mendoza and others. IN: International Journal of Behavioral Nutrition and Physical Activity, Vol. 4, No. 44 (September 25, 2007) 41 p.

[“There is limited evidence in preschool children linking media use, such as television/video viewing and computer use, to obesity and adiposity. We tested three hypotheses in preschool children: 1) that watching >2 hours of TV/videos daily is associated with obesity and adiposity, 2) that computer use is associated with obesity and adiposity, and 3) that >2 hours of media use daily is associated with obesity and adiposity. Methods. We conducted a cross-sectional study using nationally representative data on children, aged 2-5 years from the National Health and Nutrition Examination Survey, 1999-2002.... Conclusions. Watching >2 hours/day of TV/videos in US preschool-age children was associated with a higher risk of being overweight or at risk for overweight and higher adiposity - findings in support of national guidelines to limit preschool children's media use. Computer use was also related to higher adiposity in preschool children, but not weight status. Intervention studies to limit preschool children's media use are warranted.”]
[Request #S07-116-1066]

Full text at: <http://www.ijbnpa.org/content/pdf/1479-5868-4-44.pdf>

Assuring Comprehensive Dental Services in Medicaid and Head Start Programs: Planning and Implementation Considerations. By Don Schneider. Technical Issue Brief. (National Oral Health Policy Center, Los Angeles, California) October 2007. 17 p.

[“As part of efforts to improve access to required dental services for their child beneficiaries, state Medicaid agencies and Head Start programs recently have considered models or arrangements that include a limited set of services - usually dental screening

and/or prevention services - often provided by non-dentists outside of 'traditional' dental care delivery settings. To assist Medicaid and Head Start policymakers as they consider the utility of alternative delivery models, this Technical Issues Brief presents and discusses: (1) the relationships between these models and Federal regulations and policies requiring comprehensive dental services; (2) the potential that unintentional or undesirable consequences may arise as a result of implementation of these models, and (3) approaches for ameliorating these adverse consequences and securing access for children to a full range of dental services.”]
[Request #S07-116-1067]

Full text at:

http://www.healthychild.ucla.edu/nohpc/National%20Oral%20Health%20Policy%20Center/OralCenterPubs/Dental_Services_in_Medicaid_&_Head_Start.pdf

“Identification and Evaluation of Children with Autism Spectrum Disorders.” By Chris Plauché Johnson and others. IN: Pediatrics, vol. 120, no. 5 (November 2007) pp. 1183-1215.

[This report “provides detailed information on signs and symptoms so pediatricians can recognize and assess ASDs [autism spectrum disorders] in their patients. Language delays usually prompt parents to raise concerns to their child’s pediatrician - usually around 18 months of age. However, there are earlier subtle signs that if detected could lead to earlier diagnosis. These include: - not turning when the parent says the baby’s name; - not turning to look when the parent points says, ‘Look at...’ and not pointing themselves to show parents an interesting object or event; - lack of back and forth babbling; - smiling late; and - failure to make eye contact with people.... The report advises pediatricians to be cognizant of signs of ASD, as well as other developmental concerns, at every well-child visit by simply asking the parents if they or their child’s other caregivers have any concerns about their child’s development or behavior. If concerns are present that may relate to ASD, the clinician is advised to use a standardized screening tool. The report also introduces universal screening, which means pediatricians conduct formal ASD screening on all children at 18 and 24 months regardless of whether there are any concerns.” American Academy of Pediatrics News Release (October 29, 2007.)]

[Request #S07-116-1068]

Full text at: <http://pediatrics.aappublications.org/cgi/reprint/peds.2007-2361v1>

“Management of Children with Autism Spectrum Disorders.” By Scott M. Myers and Chris Plauché Johnson. IN: Pediatrics, vol. 120, no. 5 (November 2007) pp. 1162-1182.

[“Educational strategies and associated therapies, which are the cornerstones of treatment for ASDs [autism spectrum disorders,] are reviewed in the... report, ‘Management of

Children with Autism Spectrum Disorders.’ Early intervention is crucial for effective treatment. The report strongly advises intervention as soon as an ASD diagnosis is seriously considered rather than deferring until a definitive diagnosis is made. The child should be actively engaged in intensive intervention at least 25 hours per week, 12 months per year with a low student-to-teacher ratio allowing for sufficient one-on-one time. Parents should also be included.” American Academy of Pediatrics News Release (October 29, 2007.)]

[Request #S07-116-1069]

Full text at: <http://www.aap.org/pressroom/AutismMgmt.pdf>

IMPROVED SYSTEMS OF CARE

Parents and the High Price of Child Care: 2007 Update. By National Association of Child Care Resource & Referral Agencies. (The Association, Arlington, Virginia) 2007.

[“The high price of child care strains household budgets and forces parents to make sacrifices - often in the quality of care their children receive. ‘Parents and the High Price of Child Care: 2007 Update’ highlights the difficulties working families in the United States face in paying for child care and recommends steps that states and the federal government should take to improve the affordability of care. This report is an annual update, providing child care price data in the context of other common household expenses for 2006.”]

[Request #S07-116-1071]

Full Report: 31 p. www.naccrra.org/docs/press/price_report.pdf

Brief summary: 2 p. www.naccrra.org/docs/press/onepager.doc

State Affordability Table - Infant Care: 1 p.
www.naccrra.org/docs/press/price_report_infant_table.pdf

State Affordability Table - Preschool: 1 p.
www.naccrra.org/docs/press/price_report_preschool_table.pdf

The Disappearing Child Care Credit. By Elaine Maag. Tax Analysts. (The Tax Policy Center, a joint venture of The Urban Institute, Washington, DC and Brookings Institution, Washington, DC) October 8, 2007. 1 p.

[“Expanded by the 2001 tax cuts to cover a larger share of expenses, the child and dependent care credit was worth \$3.2 billion for working families last year. However, due to interactions with the alternative minimum tax and the temporary nature of the tax change, the estimated benefit will be halved by 2011 absent further legislation.” Urban

Institute Update (October 26, 2007.)]
[Request #S07-116-1072]

Full text at: http://www.urban.org/UploadedPDF/1001105_child_care_credit.pdf

Why Conduct a Program Evaluation? Five Reasons Why Evaluation Can Help an Out-of-School Time Program: Part 1 in a Series on Practical Evaluation Methods. By Allison J. R. Metz. Research-to-Results Brief. Publication No. 2007-31. (Child Trends, Washington, DC) October 2007. 4 p.

[“Program evaluation is a valuable tool for program managers who are seeking to strengthen the quality of their programs and improve outcomes for the children and youth they serve. Program evaluation answers basic questions about a program’s effectiveness, and evaluation data can be used to improve program services. In this brief, we define program evaluation, address common concerns program managers and practitioners have regarding evaluation, and outline five major reasons why conducting a program evaluation can benefit an out-of-school time program.”]

[Request #S07-116-1073]

Full text at:
http://www.childtrends.org/Files//Child_Trends-2007_10_01_RB_WhyProgEval.pdf

Five Steps for Selecting an Evaluator: A Guide for Out-of-School Time Practitioners: Part 2 in a Series on Practical Evaluation Methods. By Jacinta Bronte-Tinkew and others. Research-to-Results Brief. Publication No. 2007-32. (Child Trends, Washington, DC) October 2007. 7 p.

[“Conducting an evaluation can be an essential step for the success of a program. Programs may view an evaluation as a burden and as an expense that takes resources away from service provision; however, evaluations are essential to ensure that a program is fulfilling its intended goals and are important for attracting sustained funding. Whether an internal or external evaluator is used, selecting the right evaluator can help strengthen program operations, identify successes and areas that need improvement, and improve outcomes for those served. This brief describes different types of evaluations and sets forth five steps for selecting an evaluator that can benefit a program in the long run. It also provides some tips on the cost of evaluations.”]

[Request #S07-116-1074]

Full text at:
http://www.childtrends.org/Files//Child_Trends-2007_10_01_RB_SelectingEvaluator.pdf

Implementing Evidence-Based Practices: Six “Drivers” of Success: Part 3 in a Series on Fostering the Adoption of Evidence-Based Practices in Out-Of-School Time

Programs. By Allison J. R. Metz and others. Research-to-Results Brief. Publication No. 2007-29. (Child Trends, Washington, DC) October 2007. 8 p.

["The implementation of a new program or practice can be a major challenge for program providers. This brief highlights why the effective implementation of evidence-based practices is critical to achieving outcomes and outlines six core components or 'drivers' of successful program implementation." CFK Weekly (October 24, 2007.)]
[Request #S07-116-1076]

Full text at:

http://www.childtrends.org/Files/Child_Trends-2007_10_01_RB_6SuccessDrivers.pdf

Seven Activities for Enhancing the Replicability of Evidence-Based Practices: Part 4 in a Series on Fostering the Adoption of Evidence-Based Practices in Out-Of-School Time Programs. By Allison J. R. Metz and others. Research-to-Results Brief. Publication No. 2007-30. (Child Trends, Washington, DC) October 2007. 6 p.

["Once a program or practice is deemed effective and 'evidence-based' through rigorous research, there is a heightened interest in replicating it in new settings. Unfortunately, though, the usability or replicability of a program has little to do with the quality or weight of the evidence in support of that program. Many evidence-based practices are difficult to replicate successfully because they lack several features that make a program replicable. Therefore, it is important that program developers and researchers consider issues of replication when they are first developing, implementing, evaluating, and documenting potentially effective program models. Focusing on the potential replication of program models from the outset will make it easier for other organizations to adopt these models later. This brief will define program replication, describe the critical role of 'core components' in program replication, and outline seven activities that program developers and researchers can conduct to enhance the replicability of effective program models and facilitate their adoption by other organizations and programs."]
[Request #S07-116-1077]

Full text at:

http://www.childtrends.org/Files/Child_Trends-2007_10_01_RB_Replicability.pdf

STUDIES TO COME

[The following studies, reports, and documents have not yet arrived. California State Employees may place requests, and copies will be provided when the material arrives. All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.]

IMPROVED FAMILY FUNCTIONING

“Effects of a Psychosocial Family-Based Preventive Intervention on Cortisol Response to a Social Challenge in Preschoolers at High Risk for Antisocial Behavior.” By Laurie Miller Brotman and others. IN: Archives of General Psychiatry, vol. 64, no. 10 (October 2007) pp. 1172-1179.

[“Early family intervention alters preschoolers’ biological response to stress. Children with older delinquent siblings are at high risk for becoming juvenile delinquents themselves. Researchers have been studying family interventions that prevent young high-risk children from following in the footsteps of their older siblings. Now a new study shows that a non-medical early family intervention that improves caregiving also results in important changes in children’s biological response to stress. Delinquent adolescents and highly aggressive children have been shown to have abnormal stress responses, especially in social situations. They appear to be less tuned in to social cues and they are not as sensitive to positive reinforcement as normally developing children, explains Laurie Miller Brotman, Ph.D., the lead author of the study.... A family intervention that results in an adaptive stress response in young high-risk children may prevent delinquency and psychiatric illness later in life. ‘Our findings demonstrate the powerful influence of the caregiving environment on children’s biology,’ says Dr. Brotman. ‘We have known for some time that parents play an important role in how young children behave. We have shown that parents of delinquent youth can improve their parenting and these changes result in lower rates of problems in their young children. We have now documented that a program that improves parenting and children’s behavior also leads to biological changes that are consistent with more adaptive non-delinquent behaviors.’” NOTE: Effects of Psychosocial... will be available for loan.]

CONFERENCES AND FUNDING OPPORTUNITIES

2007 NAEYC Annual Conference and Expo. Chicago, Illinois. November 7-10, 2007. National Association for the Education of Young Children. Conference sessions will be held at McCormick Place Convention Center, 2301 S. Lake Shore Drive, Chicago, Illinois.

[“The early childhood education community is gathering in Chicago! More than 20,000 early childhood professionals from around the world attend the NAEYC Annual Conference & Expo to discuss the everyday issues of our work with young children and families.... This is a great opportunity to strengthen your knowledge of the best approaches to high-quality early childhood education. Renowned experts will cover a wide range of issues, including early literacy, social and emotional development, infant care, support for families, and school readiness.”]

For more information and to register: <http://www.annualconference.naeyc.org/>

Native American and Alaska Native Children in School Program grants. Office of English Language Acquisition, Language Enhancement and Academic Achievement for Limited English Proficient Students, U.S. Department of Education, Washington, DC. Application deadline - December 6, 2007.

[“The U.S. Department of Education seeks applications for its FY 2008 Title III Native American and Alaska Native Children in School Program. The purpose of this program is to provide grants for eligible entities to develop high levels of academic attainment in English among limited English proficient (LEP) children, and to promote parental and community participation in language instruction educational programs. Eligible applicants under this program include Indian tribes; tribally sanctioned educational authorities; Native Hawaiian or Native American Pacific Islander native language educational organizations; elementary schools or secondary schools that are operated or funded by the Bureau of Indian Education (BIE), or a consortium of such schools; elementary schools or secondary schools operated under a contract with or grant from the BIE in consortium with another such school or a tribal or community organization; and elementary schools or secondary schools operated by the BIE and an IHE, in consortium with elementary schools or secondary schools operated under a contract with or a grant from the BIE or a tribal or community organization.... Estimated Range of Awards: \$175,000 - \$225,000. Estimated Average Size of Awards: \$200,000. Estimated Number of Awards: 8.” OELA Special Bulletin (October 26, 2007.)]

Full more information:

http://www.ncela.gwu.edu/oela/OELAprograms/NA_2008_APPLICATION.pdf